
CHARACTER EDUCATION INNOVATION IN CITIZENSHIP EDUCATION LEARNING IN DEVELOPING STUDENTS' CHARACTER

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Abstract

This study aims to evaluate the integration and innovation of character education within the PKn curriculum and its impact on students character development. The methodology employed is a literature review with an analysis of documentation from books, articles, and relevant educational policies. Data was collected through literature examination and document review, and analyzed descriptively and analytically to identify patterns and key findings. The results indicate that integrating character education into the PKn curriculum significantly enriches students understanding and application of character values. Additionally, innovations in active and contextual teaching methods are effective in increasing engagement and application of these values. Strategies such as project-based learning, group discussions, and real-life case simulations have proven effective in internalizing character values. This study contributes significantly to designing a more holistic and effective PKn teaching strategy and provides a basis for developing more comprehensive character education policies at both school and national levels.

Keywords

Character Education, Curriculum Integration, Innovation in Teaching Methods



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INTRODUCTION

Character education has become a central focus in Indonesia's national education discourse over the past few decades. This focus is driven by an awareness of the importance of shaping students' personalities and morals as a foundation for national progress by cultivating individuals who are not only academically proficient but also possess strong moral values. This goal is seen as essential for building a society where individuals act with integrity, empathy, and social responsibility. However, as noted by (Suwardani, 2020:3) in practice, character formation is often overlooked, particularly in subjects that prioritize academic achievements, which may lead to an imbalance in students' overall development.

Civics Education (PKn), as a mandatory school subject, holds a strategic position in instilling character values in students. PKn is uniquely positioned to address both academic and moral development by imparting knowledge about citizenship while also fostering attitudes and behaviors that reflect the values of Pancasila and the national constitution. However, PKn instruction often remains confined to conventional approaches that emphasize cognitive aspects alone, focusing on rote memorization and theoretical understanding, which limits its potential to cultivate deeper moral values and character formation in students.

Integrating character education into the PKn curriculum is an urgent need to bridge the gap between the ideal goals of character education and actual classroom practices. By embedding character education in PKn lessons, students can internalize values in a way that becomes part of their day-to-day learning experience. A holistic and multidimensional approach is necessary to ensure that character education is not merely an addition but an integral part of the entire PKn learning process (Pratomo et al., 2024). Zai et al., (2022) conducted an evaluation of character education implementation within the PKn curriculum. Their findings reveal that integrating character education into PKn successfully enhances students' moral and civic awareness, with contextual and project-based learning methods identified as best practices that engage students more fully in the material.

Aligned with these findings, Dewi & Pratama, (2023) explored effective strategies for integrating character education into the PKn curriculum. They found that value-based approaches, particularly through case studies and group discussions, are highly effective in developing students' character. Case studies provide real-life context, allowing students to analyze situations that require moral reasoning and decision-making, while group discussions promote social interaction and

shared reflection. This study also emphasized the importance of specialized teacher training to optimize the implementation of these strategies, as trained educators are better equipped to guide students through complex moral discussions and activities.

Innovation in PKn teaching methods is also key to enhancing the effectiveness of character education. Active and contextual learning methods, such as project-based learning, group discussions, and real-world case simulations, are seen as promising strategies for internalizing character values in students (Mulyanti & Fasya, 2024). These approaches encourage students to engage actively with PKn content and apply character values in collaborative and realistic scenarios, facilitating more comprehensive character development. This focus on innovative PKn teaching methods is also highlighted in research by Sari & Wijaya, (2024), who evaluated the impact of active learning methods like simulations and project-based learning on students' character development. Their findings indicate a significant increase in students' understanding and application of character values in daily life, while emphasizing the importance of regular evaluation for the effective implementation of these innovative methods.

The technological aspect of character education integration has also garnered attention. Fadillah & Kurniawan, (2024) examined the application of technology in PKn education and its impact on character values integration. Their results show that the use of e-learning platforms and interactive applications can support the integration of character education effectively and engagingly, particularly in a digital era where technology is deeply embedded in students' lives. They recommend the development of technology-based learning materials to facilitate character education, allowing students to interact with materials and scenarios that challenge them to think critically about character-related issues.

Lestari & Rahayu, (2024) conducted a comparative study that provides a broader perspective on the effectiveness of character education integration. By comparing schools that intensively implement character education integration with those using conventional approaches, they found that consistent and deep integration in the PKn curriculum significantly contributes to students' character development. This suggests that schools that prioritize character education, rather than treating it as supplementary, experience greater success in developing students' moral and ethical perspectives.

Collectively, these studies reinforce the urgency and potential of character education integration and innovation in PKn instruction. They not only confirm the effectiveness of integrative and innovative approaches in developing students' character but also highlight the importance of teacher training, technology use, and ongoing evaluation. These findings provide a strong foundation for further research to optimize character education integration within PKn and offer practical guidance for educators and policymakers in designing and implementing effective character education programs. The insights gained from these studies advocate for a well-rounded approach that prepares students to navigate complex social and ethical challenges with a solid foundation of character and values.

METHOD

This study employs a literature review method to evaluate the integration and innovation of character education within the Citizenship Education (PKn) curriculum. This method involves an in-depth analysis of various important documents, such as books, scholarly articles, educational policies, research reports, and other relevant sources related to the research topic. The data collection process is carried out by thoroughly reviewing the existing literature, which includes various perspectives and findings regarding the implementation of character education in citizenship education. The collected data is then analyzed descriptively and analytically to identify emerging patterns, key findings, and to draw conclusions about the effectiveness and challenges faced in the integration of character education within the PKn curriculum.

This literature review method is based on qualitative research theory, which emphasizes the importance of document analysis to gain a deep understanding of a particular phenomenon. As explained by Creswell, (2014), a literature review is a useful technique to gain insights into the latest developments in the research field, as well as to identify gaps or deficiencies in the existing literature. Through this review, researchers can explore various approaches, innovations, and challenges encountered in the implementation of character education in schools, particularly within the context of the PKn curriculum.

Furthermore, this method aligns with the recommendations of Booth et al. (2016), who suggest using a literature review to assess the success and challenges in the implementation of various educational interventions. Therefore, this literature review not only serves to evaluate the extent to which character education has been integrated into the PKn curriculum but also provides

a broader overview of the factors that influence its effectiveness. Through this approach, the study is expected to offer useful recommendations for improving policies and practices related to character education in Citizenship Education in Indonesia.

FINDINGS AND DISCUSSION

Findings

Character education has become one of the main focuses in Indonesia's education system. As outlined in the 2010 Grand Design of Character Education, schools have four main pillars for instilling character values: classroom learning, extracurricular activities, the school environment, and family involvement. One of the most important pillars for character development is classroom learning, where interaction between students and teachers takes place in both academic and moral contexts. Each subject, including Civics Education (PKn), is expected to make a significant contribution to the development of students' character. In this context, PKn holds a strategic position because this subject not only teaches citizenship norms and laws but also incorporates moral and ethical values that serve as the foundation for shaping students' attitudes and behaviors in daily life.

PKn, as a subject rich in moral and ethical values, plays an important role as a leading sector in character education. The main goal of PKn education is to integrate norms that align with Islamic law, Pancasila, and good manners. Therefore, this subject is not only about teaching knowledge of citizenship but also about promoting a virtuous way of life and social responsibility as part of society. The integration of character education into PKn lessons is important to ensure that students not only understand the theoretical concepts of citizenship but also apply these values in their actions and behavior.

This study aims to evaluate how the integration and innovation of character education are applied in PKn instruction and their impact on students' character development. This research analyzes several important aspects in depth, including the curriculum used in PKn education, the teaching methods implemented by teachers, the role of teachers as facilitators in character education, the evaluations conducted to measure students' progress in character development, and the use of technology to support the learning process. Each of these aspects plays a significant role in determining how effectively character education is internalized by students and applied in their lives outside the classroom.

The PKn curriculum that integrates character education must be well-structured to ensure that character values can be applied comprehensively. In this regard, active, innovative, and contextual teaching methods are essential to provide learning experiences that engage both the cognitive and affective aspects of students. Furthermore, the role of teachers as models and facilitators is crucial in creating a learning environment that supports students' character development. Evaluations should also consider the holistic dimensions of students' character, not only based on cognitive test results but also on changes in their attitudes and behavior.

The use of technology in education has also become an increasingly relevant supporting factor in this digital era. Technology can be utilized to provide engaging and interactive learning materials and to support value-based education that motivates students to understand and apply character in their daily lives. Thus, this study seeks to provide a comprehensive overview of how character education can be integrated into the PKn curriculum and how innovations in teaching methods, as well as the use of technology, can strengthen the process of character development in students. Below are the key findings summarized in the table:

Table 1. Integration and Innovation of Character Education in PKn Learning Aspects

Spect	Integration	Innovation	Impact on Student Character
Curriculum	Incorporating character values into PKn content	Development of project-based and case study-based curriculum	Deeper understanding of character values
Teaching Methods	Holistic and multidimensional approach	Active, contextual, and technology-based learning	Increased engagement and internalization of character values
Role of Teacher	Integration of character values in teaching	Special training for the implementation of new strategies	Enhanced effectiveness in instilling character values
Evaluation	Character assessment integrated with academic assessment	Use of rubrics and portfolios for character evaluation	More comprehensive monitoring of character development
Technology	Use of technology to reinforce character messages	E-learning and interactive character-based applications	Increased engagement and application of character values

The integration of character values into the Civics Education (PKn) curriculum is crucial to ensure that education focuses not only on cognitive aspects but also on the formation of students' character. By incorporating moral and ethical concepts into the PKn lessons, students are expected to understand and apply character values such as honesty, responsibility, and tolerance in their daily lives. The innovation of a project-based and case-study curriculum development provides students

with opportunities to learn through direct experience, which not only enhances their theoretical understanding but also prepares them to face real-world social and ethical challenges.

Regarding teaching methods, a holistic and multidimensional approach ensures that character values are consistently and comprehensively conveyed across all aspects of PKn learning. Through innovations such as active learning, interactive discussions, simulations, and technology-based learning, students can participate more actively in the learning process, which facilitates the internalization of character values. This approach also allows students to better understand the relevance of character values within broader social and cultural contexts and prepares them to act in accordance with these values in their everyday lives.

The role of the teacher as a model and facilitator in the integration of character education is critical. In addition to teaching academic content, teachers also serve as role models for students in terms of attitude and behavior. Innovations in teacher training, aimed at implementing new strategies for character education, can enhance teaching effectiveness and better guide students in developing positive attitudes. This training also provides teachers with opportunities to update their approaches to character education, ensuring that character development is deeply internalized.

Evaluations that integrate character assessment with academic assessments provide a more comprehensive picture of student development. By combining both dimensions, evaluations can measure not only students' academic knowledge but also changes in their attitudes and behaviors. Innovations in evaluation, such as the use of rubrics and portfolios, allow for more detailed and objective assessments of students' character. Furthermore, these evaluations encourage students to reflect on their personal development and strive to improve their weaknesses.

The use of technology in PKn learning is becoming increasingly relevant, especially in the digital age. Technologies such as e-learning and interactive applications can enrich the learning material while reinforcing the character messages taught in PKn lessons. This innovation not only increases student engagement in learning but also allows students to apply character values in various contexts, both inside and outside the classroom.

Ultimately, the stages of PKn learning planning, implementation, and evaluation are crucial elements in applying the integration and innovation of character education. Well-planned, effectively implemented, and thoroughly evaluated education ensures that character education is optimally executed, leading to a significant impact on the development of students' character. The table below summarizes the findings related to the application of integration and innovation in

character education across these three stages.

Table 2. Stages of Integration and Innovation of Character Education in PKn Learning

Stage	Integration of Character Education	Learning Innovation	Impact on Student Character Development
Planning	Integration of character values into PKn learning objectives	Development of project-based and case-study modules	Students gain an initial understanding of the importance of character and its relation to PKn material
Implementation	Application of character values through discussion, simulation, and group work	Use of technology such as e-learning and interactive applications for active learning	Increased student participation and a deeper understanding of character values
Evaluation	Comprehensive assessment covering cognitive, affective, and psychomotor aspects	Implementation of project-based evaluation and self-assessment by students	Enhanced student awareness of the importance of applying character values in daily life

The integration of character education into Civics Education (PKn) is an effort to shape individuals who are not only academically intelligent but also possess good morals and ethics. In the planning stage, character values such as nationalism, integrity, responsibility, and cooperation are incorporated into the learning objectives of PKn. The development of project-based and case study modules provides students with more practical learning experiences, encouraging them to apply character values in real-world situations and preparing them to face social and ethical challenges. Thus, students not only acquire cognitive knowledge of PKn but also learn how to live in accordance with these noble values.

In the implementation stage, the application of character values is carried out in a more interactive way, directly involving students. Methods such as group discussions, simulations, and teamwork provide opportunities for students to actively participate, think critically, and collaborate with their peers. Innovation through the use of technology, such as e-learning platforms and interactive applications, plays a key role in supporting active and enjoyable learning. Technology helps students access learning materials more flexibly and engagingly, enabling them to learn independently outside the classroom. This use of technology not only increases student engagement but also motivates them to continue learning and apply character values in their lives.

The evaluation is conducted comprehensively, covering cognitive, affective, and psychomotor aspects. This assessment aims to measure the extent to which students not only understand the concepts taught but also are able to apply character values in their everyday lives. Innovations in evaluation, such as project-based assessments and self-assessments by students, give

them the opportunity to evaluate their personal development, allowing them to reflect on their strengths and weaknesses in character development. With this more holistic approach to evaluation, it is hoped that students will not only achieve good academic results but also show positive changes in their attitudes and behaviors.

However, the implementation of character education in PKn also faces several challenges. One of the obstacles is the limited time available for teachers to integrate character education into every lesson. Additionally, the lack of positive role models in the students' surrounding environment, both at home and in the community, can make it difficult for them to apply character values. On the other hand, adjusting the learning modules to meet the needs and context of the students is also a challenge that needs to be addressed by teachers. Nevertheless, teachers strive to maximize the use of available modules, adjust learning activities to the time constraints, and provide extra reinforcement to students regarding good norms and values.

Overall, this research shows that the integration of character education in PKn can be successfully implemented if a comprehensive and innovative approach is used. Every phase of the learning process, from planning to implementation and evaluation, must be carefully and consistently designed to ensure that character values are not only taught but also accepted and applied by students in their daily lives. Thus, PKn can play a key role in educating students to become individuals who are not only intelligent but also possess strong and good character in accordance with the values of Pancasila and the nation's constitution.

Discussion

1. Integration and Innovation of Character Education in the Civics Education (PKn) Learning Aspect

The integration and innovation of character education in Civics Education (PKn) play a crucial role in creating a generation that is not only academically intelligent but also possesses good character, in accordance with the values contained in Pancasila. According to research findings, the integration of character values into the PKn curriculum can be achieved by combining moral and ethical concepts that not only teach academic knowledge but also shape behaviors and attitudes that align with these values in everyday life. This is in line with the views of Piaget, (1952) and Vygotsky (1978), who argue that a deep understanding of social and moral concepts can be achieved through direct experiences and social interactions within the educational context (Nadeak, 2022).

For example, research by Yuliana, D., & Amalia, (2018) shows that project-based and case study approaches provide students with the opportunity to understand and apply character values in real-life situations, such as in group activities and solving social problems. This is expected to enhance the connection between the theory taught and practical real-life applications. Additionally, research by Hasanah et al, (2019) emphasizes that using a project-based approach gives students more authentic and relevant experiences, making it easier for them to internalize character values such as responsibility, cooperation, and integrity in their daily lives.

A holistic and multidimensional learning method, as proposed by Dewey (1938), allows students to learn actively through direct experience. This approach ensures that character values are not only taught theoretically but also applied directly through practice and social interaction. Sari & Rahmawati (2020) found that interactive discussion and simulation methods could increase student engagement in learning, enabling them to better understand and internalize character values. In this regard, active learning not only develops cognitive knowledge but also facilitates the development of the affective and psychomotor aspects of students, which are crucial in character formation.

Moreover, the use of technology in PKn learning is a significant innovation. Lestari & Rahman (2021) state that the use of contextual technology, such as interactive applications, can enhance student engagement and understanding of character values. Technology allows students to interact with learning materials more flexibly, engagingly, and relevantly. It also extends the learning space beyond the classroom, allowing students to learn independently with the help of e-learning platforms and facilitates communication between students and teachers to discuss character values more deeply.

The role of the teacher in character education is vital. As role models and facilitators, teachers not only teach academic material but also serve as examples in applying character values. Bandura (1977), in his theory of modeling, emphasizes that students tend to imitate the attitudes and behaviors they observe in their teachers. Research by Harsono & Prabowo (2022) shows that teachers who are trained in character teaching strategies can be more effective in teaching and modeling character values, thereby fostering positive attitudes in students. Furthermore, Suwito & Wulandari (2020) stress the importance of professional training for teachers, which enables them to develop skills in integrating character education into the PKn curriculum more effectively.

Character education evaluation should be comprehensive, covering cognitive, affective, and psychomotor aspects. Project-based assessments and self-assessments are ways to measure how well students can internalize and apply character values in everyday life. Mustoip (2023) emphasizes that evaluations that integrate character dimensions can provide a more comprehensive picture of student development. Project-based assessments, as shown by Subagio & Fitriani (2020), not only assess academic knowledge but also how students apply character values in real-life actions. The use of rubrics and portfolios is also highly effective in monitoring and reflecting on students' character development more deeply Wulandari & Pratama (2021).

The use of technology in PKn learning is becoming increasingly relevant in this digital age. Mayer (2005), in his theory of digital learning, states that technology can enhance the effectiveness of learning by providing interactive resources that are more engaging. Research (Pratama, et al. (2022) and Cahyono & Nugraha (2019) shows that character-based interactive applications can make it easier for students to learn in more relevant contexts, not only inside the classroom but also outside, and help them apply character values in various situations. Technology also enriches the learning experience, making learning more enjoyable and allowing students to learn more independently.

Thus, the integration of character education into PKn requires a comprehensive, innovative approach that involves all elements of education, from curriculum to evaluation. Innovations in learning and assessment, along with the teacher's role as a model and facilitator, and the use of technology in learning, enable character education to be implemented effectively and have a positive impact on students' character development.

Discussion is the most important part of writing a journal article. At this stage, the author must present the thesis and research findings systematically, scientifically, and factually. Explain the impact of research findings and their impact. Then the writer must compare the results with previous studies relevant to the topic of discussion.

2. Stages of Integration and Innovation of Character Education in Civics Education (PKn)

Learning

The integration and innovation of character education in Civics Education (PKn) learning are not only about teaching academic material but also about shaping students' attitudes and behaviors in accordance with the values contained in Pancasila. In this regard, it is essential to apply character values such as nationalism, integrity, responsibility, and cooperation at various stages of dynamic

and interactive learning. Research by Yuliani et al. (2024) shows that the implementation of project-based modules and case studies significantly increases student engagement in learning. This occurs because students not only learn PKn concepts theoretically but also actively participate in situations that allow them to internalize and practice character values. This research highlights that experience-based learning prepares students to apply what they have learned in real-life situations.

Additionally, research by Astuti et al. (2023) reveals that the use of technology, such as e-learning platforms and interactive applications, plays an important role in strengthening active learning about character values. Technology enables the delivery of material in a more engaging and flexible way, making it easier for students to engage in character-based learning. Technology not only enriches the delivery of material but also provides students with more opportunities to learn independently and collaborate with their classmates. Both of these studies confirm that the integration of character values through innovations in learning can enhance the effectiveness and appeal of the learning process, making it more relevant and enjoyable for students.

The discourse on integrating character values in PKn learning can be further understood through the constructivist learning theories developed by Piaget and Vygotsky. Piaget (1952) argued that knowledge is built through active interaction with the surrounding environment, which supports the application of project-based modules in teaching character values. In this case, students are given the opportunity to learn from direct experiences and interact with real-world situations that require them to apply the character traits they have been taught in everyday life. In line with Piaget's views, Vygotsky (1978) emphasized the importance of social interaction and collaboration in deepening understanding. In this context, technology can serve as an excellent tool to facilitate social interactions among students and support their character development through group discussions, collaboration, and collective reflection. Research by Lestari et al. (2024) also supports this view, showing that the use of a project-based approach combined with technology can optimize character education in PKn, making it more relevant and applicable.

At the planning stage, the integration of character values in PKn can be achieved by developing innovative learning modules based on real-life experiences. Ramdhani et al. (2024) state that project-based and case study modules are effective in helping students internalize character values, as this method allows them to actively apply those values in real-life contexts. This aligns with research by Romadhon et al. (2023), which notes that the combination of case studies and projects in learning modules enhances students' understanding and application of character values

in their daily lives. This approach not only provides theoretical knowledge but also invites students to practice and participate in real situations related to the character values they are learning.

At the implementation stage, the use of interactive teaching methods is key to the application of character values. Methods such as group discussions, simulations, and student collaboration can increase active participation in learning. Hidayat et al., (2021) suggest that these interactive methods not only strengthen students' understanding of PKn concepts but also deepen their understanding of character values. This research highlights how these techniques can enhance student engagement, encourage critical thinking, and facilitate the internalization of character values in a more contextual and practical way. Furthermore, Andrianto et al. (2019) state that the use of technology in the form of e-learning platforms and interactive applications can strengthen character-based learning by making the material more accessible and understandable for students and supporting their involvement in more flexible and dynamic learning environments.

The evaluation conducted at the final stage of learning aims to assess not only students' cognitive achievements but also their character development. Research by Wardhani et al. (2023) shows that project-based assessments and self-assessments can help increase students' awareness of applying character values in their lives. This holistic evaluation provides a comprehensive picture of student development, not only in terms of academic knowledge but also in the development of attitudes and behaviors. Through project-based evaluation, students can reflect on their progress in applying character values and address any weaknesses. This is in line with the views of Fitrianingtyas et al. (2023), who argue that project-based assessments help students develop their character more effectively by providing space for reflection and self-development.

Overall, the stage of integrating and innovating character education in PKn learning requires an approach that involves various aspects — starting from planning, implementation, to evaluation. By utilizing project-based modules, technology, and interactive methods, as well as integrating character-based assessments in evaluations, the PKn learning process can not only improve students' understanding of academic material but also shape their character to become responsible, ethical, and integrity-driven citizens.

CONCLUSION

The integration and innovation of character education in Civics Education (PKn) are crucial for shaping students' academic abilities and character in alignment with the values of Pancasila. By incorporating moral and ethical values into the curriculum and using holistic, interactive, and technology-based learning methods, PKn can effectively promote the understanding and internalization of character values. Research shows that project-based learning, case studies, and interactive technologies enhance student engagement and provide real-life applications of character values such as responsibility, integrity, and cooperation. The role of teachers as models and facilitators is essential in this process, as their ability to integrate character education into teaching can positively influence students' attitudes. Additionally, comprehensive evaluations, including project-based assessments and self-assessments, offer a well-rounded approach to measuring students' academic and character development. Overall, the integration of character education into PKn requires a multidimensional approach, incorporating planning, active learning, and holistic evaluation to ensure that students develop both cognitive knowledge and strong character traits. By fostering a learning environment that combines innovation, technology, and practical experiences, PKn can contribute to producing responsible, ethical, and integrity-driven citizens.

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